

6th Grade ELA – Q1 Snapshot
“Cultures”
edited 05/08/2017



Extended Text: *The Breadwinner* (RL.6.1-RL.6.9)

Texts	Standards	Culminating Tasks
<p>Week 1: (08/02 – 08/04) ~~2.5 days~~</p> <p>Trackers, lockers, policies, procedures, orientations</p> <p>Accountable Talk/Positive Self-Talk/Growth Mindset</p> <p>IR expectations, modeling or group grading</p> <p>Re-visit RACE Statements if necessary</p>	<p>Use exemplar IR tests to model goals and expectations.</p>	
<p>Week 2: (08/07 – 08/11)</p> <p>Readworks paired passages</p> <p>(F) “Blue Lightning”</p> <p>(F) “The Go-Kart”</p>	<p>Use Readworks texts “Blue Lightning” and “The Go-Kart” to teach annotation and to expose students to the three types of writing prompts we will be working with this year.</p> <p>Students will not write full essays at this time. They have written with all three types of writing in 5th grade, but opinion will transition to argument this year.</p> <p>We will use this week to anchor the three types of writing we will work with throughout the year.</p> <p>Students will practice with all types in quick-writes, IR response, and full essays. Students can analyze the prompts and complete the “Do-What” charts for each type.</p>	<p>Argument Prompt with Literary Passages Option:</p> <p>You have read two stories in which young characters learn how to build go-karts. In each story, an adult male figure provides guidance and inspiration for the young protagonists. Think about the plot, theme, and characterization in each story. Analyze the role of Uncle John in “The Go-Kart” and Sondra’s dad in “Blue Lightning”. Decide which man does a better job in teaching the young characters. Write an essay arguing your claim. Be sure to use evidence from both texts to support your claims. Use proper grammar, spelling, and mechanics.</p> <p>Info/Explanatory with Literary Passages Option:</p> <p>You have read two stories about go-karts. In each story, the young protagonists desire to build and design their own go-karts. Think about how the plots and characters of both stories are developed. Analyze how the author reveals the characters’ fascination with go-karts. Write a well-developed essay explaining why the characters of</p>

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		<p>both stories have been inspired to build their go-karts, and explain what motivates them to continue improving the performance of their go-karts. Use evidence from both texts to support your response. Use proper grammar, spelling, and mechanics.</p> <p>Narrative Prompt with Literary Passages Option (1):</p> <p>At the end of “The Go-Kart”, Michael and Sam are testing the modifications they have made to their go-kart. Think about what might happen next in the story. Extend the ending of the story by describing what happens next. Be sure to stay true to the characters and events of the passage thus far. Use proper grammar, spelling, and mechanics.</p> <p>Narrative Prompt with Literary Passages Option (2):</p> <p>“Blue Lightning” is told from the third-person point-of-view. Imagine what the story would be like if told from the first-person point-of-view. Re-tell the story in the first person point-of-view from Sondra’s father’s perspective. Be sure to stay true to the setting and plot of the story. Use proper grammar, spelling, and mechanics.</p>
<p>Week 3: (08/14 – 08/18)</p> <p>Cultures Kick-Off</p> <p><u>Cultures – Asian Traditions</u></p> <p>Paired Texts 1 of 2 (NF) – “China’s Last Foot-Binding Survivors” by Nina Strohlic</p> <p>(article, video clip, and photo-documentary)</p>	<p>6.RI.KID.1 – Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>6.RI.KID.2 – Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</p> <p>6.RI.KID.3 – Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.</p> <p>6.RI.CS.6 – Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</p> <p>6.RI.IKI.7 – Integrate information presented in different media or formats, such as in tables, images, diagrams, and</p>	<p>Narrative Prompt with Informational Text:</p> <p>You have read an article and viewed pictures and video clips about Chinese foot-binding. Think about what you have learned and what it would be like to have your feet bound or to be a parent of a daughter whose feet must be bound as part of this ancient tradition. Write a narrative essay about foot-binding from the perspective of a young Chinese girl or one of her parents. Be sure to use the knowledge you have learned from the article, pictures, and video as you</p>

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<p>Narrative writing with NF text - introduction and practice</p>	<p>words to develop a coherent understanding of a topic or issue.</p> <p>6.RL.IKI.9 – Compare and contrast two or more authors’ presentation of the same topic or event.</p> <p>6.W.TTP.3 – Write narratives (fiction and non-fiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p>	<p>write your essay. Use proper grammar, spelling, and mechanics.</p>
<p>Weeks 4-5: (08/21 – 08/25) (08/28 – 09/01)</p> <p>Paired Texts 2 of 2 (F) “Ribbons” by Laurence Yep</p> <p>Narrative writing with F text – introduction and practice</p>	<p>6.RL.KID.1 – Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>6.RL.KID.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p> <p>6.RL.KID.3 – Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.CS.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <u>including allusions</u> to other texts.</p> <p>6.RL.CS.6 – Explain how an author <u>establishes and conveys</u> the point of view of the narrator or speaker in a text.</p> <p>6.W.TTP.3 – Write narratives (fiction and non-fiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. (includes a – g)</p>	<p>Narrative Prompt with Fiction Text:</p> <p>Choose a scene from the story to re-tell in a diary entry from Grandmother’s perspective. Incorporate a flashback into your narrative to provide the reader with a better understanding of how Grandmother’s perceptions are so different than Stacy’s.</p> <p>Midterm Assessment:</p>
<p>Weeks 6-8: (09/05 – 09/08) (09/11 – 09/15)</p> <p><u>Cultures – Children of Asia</u></p> <p><i>The Breadwinner</i></p> <p>Paired Texts to spiral standards while reading <i>The Breadwinner</i>:</p> <p>(NF) – “Skate Girls of Kabul” April 17, 2015 (pairs well with chapter - http://www.bjp-online.com/2015/04/jessica-fulford-dobson-skate-girls-of-kabul/</p> <p>(NF) – “Why Are Our Clothes So Cheap?”</p> <p>(F) poem – “I am Fourteen” by Kathleen Cerveny</p>	<p>6.RL.KID.1 – Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>6.RL.KID.2 – Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.</p> <p>6.RL.KID.3 – Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.CS.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, <u>including allusions</u> to other texts.</p> <p>6.RL.CS.5 – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p> <p>6.RL.CS.6 – Explain how an author <u>establishes and conveys</u> the point of view of the narrator or speaker in a text.</p> <p>6.RL.IKI.9 – Compare and contrast texts in different forms or genres in terms of</p>	<p>Writing Practice Opportunities:</p> <p>Assessment:</p> <p>Chapter tests from novel works</p>

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	<p>their approaches to similar themes and topics.</p> <p>6.W.TTP.3 – Write narratives (fiction and non-fiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. (includes a – g)</p>	
<p>Week 9: (09/25 – 09/29)</p> <p><i>Skateistan</i> Documentary Look at <i>On My Way to School</i></p>		<p>Informational (RI) – (Include video clip from <i>Skateistan</i> documentary) – You have read an article and watched a video clip about the effect skateboarding has had on the children of Kabul. Both authors claim that the hobby of skateboarding has crossed cultural and gender barriers in Kabul. Write a multi-paragraph explanation summarizing how each author supports his claim.</p>
<p>Notes:</p> <ul style="list-style-type: none"> • Language Standards are imbedded in daily warm-up and writing practice. • Speaking and Listening standards are applied throughout the year in class discussions and presentations and are observed and evaluated by each teacher. • All texts in each quarter are carefully selected to help students read and comprehend complex literary and informational texts independently and proficiently (6.RL.RRTC.10 and 5.RI.RRTC.10). • All sixth grade students will complete two IR assessments (1 fiction, 1 non-fiction) in Quarter 1. Teachers will count these assessments as test grades. 		